

## Making It Meaningful: Get Them Talking



1

## Workshop Goals:



Laura Terrill

- ✓ Commit to 90% + use of target language
- ✓ Experience strategies that scaffold the interpersonal mode
- ✓ Address interpersonal assessment

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|  |  |
|--|--|
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| <b>Key to Planning for Learning, Effective Communication, and Lesson Design</b><br><a href="http://www.wikispaces.com/lterrillhamden/KeytoPlanningforLearningEffectiveCommunicationandLessonDesign">http://www.wikispaces.com/lterrillhamden/KeytoPlanningforLearningEffectiveCommunicationandLessonDesign</a> |  |
| <b>August 2015</b>   |  |
| Planning/Targeted  |  |
| Key Words  |  |
| Lesson Plan Templates  |  |
| Sample/Key Lesson Plan   | <a href="#">Key Lesson Plan Templates.docx</a><br><small>Details Download 95 KB</small>            |
| ACTFL 21st Integrative Communication Skills & Rubric   | <a href="#">Key Lesson Plan Templates.docx</a><br><small>Details Download 20 KB</small>            |
| Sample Interpersonal Rubric  | <a href="#">Integrated Performance Assessment Info...</a><br><small>Details Download 15 KB</small> |
|  | <a href="#">ACTFL INTERPRETIVE WR-JANU...</a><br><small>Details Download 120 KB</small>            |
|  | <a href="#">Individual Rubric ACTFL 21st INTERPRE...</a><br><small>Details Download 170 KB</small> |

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3



Use the target language as the  
vehicle and content of instruction.

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4

## ACTFL Position Statement: Use of the Target Language in the Classroom

*"Research indicates that effective language instruction must provide significant levels of meaningful communication and interactive feedback in the target language in order for students to develop language and cultural proficiency....."*

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5

## ACTFL Position Statement: Use of the Target Language in the Classroom

*"ACTFL therefore recommends that language educators and their students use the target language as exclusively as possible (90%+) at all levels of instruction during instructional time and, when feasible, beyond the classroom."*

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6



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## General Features of Useful Input

|                       |  |
|-----------------------|--|
| <b>Input must be:</b> |  |
| Comprehensible        | Learners must understand most of what the speaker is saying for language learning to occur.                            |
| Meaning Bearing       | Useful input must contain a message the learners want and need to understand. There must be some communicative intent. |

Smith and Donato, Startalk 2012

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What makes a book comprehensible to a 2-year old child in his first language?



9

Quel est le problème?

J'ai faim.



Regarde, beaucoup de méduses délicieuses!



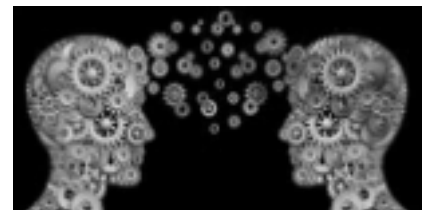
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10

VOUS VOYEZ UNE DIFFÉRENCE?  
LES TORTUES, NON.

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What did you understand and what made that aspect comprehensible?

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12

### Create Comprehensible LANGUAGE by:

- Paraphrasing (or saying it in an easier way).
- Slowing down the rate of delivery.
- Defining words by example, not translation.
- Using structures students are familiar with and build on them over time ('No talking over their heads').
- Using key words and phrases more than once (enter and re-enter new language elements).
- Use tone of voice to emphasize key parts on the message

Smith and Donato, Startalk 2012

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13

### Create a CONTEXT for increasing comprehension by:

- Using gestures to make meanings clear
- Using visuals and props
- Making sure students have knowledge of the topic/objective of the lesson
- Providing a meaningful and purposeful context

Smith and Donato, Startalk 2012

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14

### Using the target language



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15

### When is it justifiable to use English?



- Some interpretive comprehension tasks to check for overall comprehension of text
- Complicated task instructions when modeling will not work
- Brief discussions of grammar, as in the "C" phase of PACE, particularly at lower levels
- Instructions on assessments
- Emergency situations

Eileen Glisan, ACTFL 2016 Webinar

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16

### Getting the most out of a text



Read and/or listen

- How can you best use this text in the **interpretive** mode?



Talk about it

- What **interpersonal** conversation would students be likely to have on this topic?



Write about it

- What might students do in the **presentational** mode as a way of making learning more concrete?

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Personal and Public Identities: Do you see what I see?  
What determines a person's identity? Who is the "real" me?



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<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

18

## Before Reading: Prediction



- Students write:
  - headline
  - photo caption
  - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

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19

## During reading



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

### ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

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20

## Extend to other modes



### Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.

### Presentational

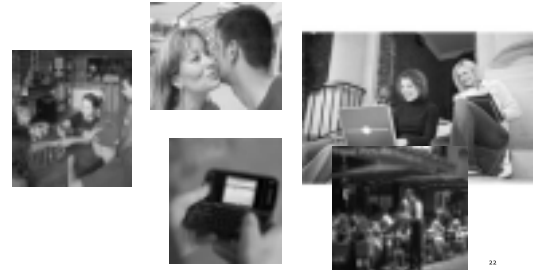
- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

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21

## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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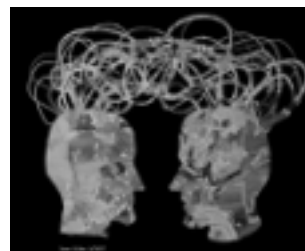
22

## Interpersonal Communication....

| is not   | is   |
|--|--|
| one-way communication                            | two-way exchange.  |
| memorized (skits, dialogues).                    | spontaneous and unpredictable.                               |
| only asking all the questions.                   | helping each other.  |
| strict turn taking.                              | following up and reacting; maintaining the conversation      |
| ignoring your partner; waiting to say something. | indicating interest; interactive body language; eye contact. |
| overly concerned about accuracy.                 | focused on the message.                                      |
| giving up when you don't understand.             | Asking for clarification if communication fails/falters.     |

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23



What is your definition of meaningful communication?

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Have a conversation using the following words.



|         |       |
|---------|-------|
| head    | nose  |
| foot    | ears  |
| hand    | mouth |
| stomach | knee  |
| eyes    | hair  |

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## Develop the Role Play

Les rythmes scolaires en Europe

| Pays      | Année scolaire | Nombre de jours | Heures de classe |
|-----------|----------------|-----------------|------------------|
| France    | 2014-2015      | 184             | 16 h 45          |
| Allemagne | 2014-2015      | 188             | 16 h             |
| Belgique  | 2014-2015      | 190             | 16 h             |
| Espagne   | 2014-2015      | 175             | 15 h             |
| Italie    | 2014-2015      | 184             | 12 à 13 heures   |
| Pays-Bas  | 2014-2015      | 190             | 17 heures        |

Ask and answer questions as you compare your school schedule with the schedule of another person. Identify similarities and differences. Consider:

- yearly and daily schedules
- vacations
- types of classes
- school lunches
- personal opinions about school

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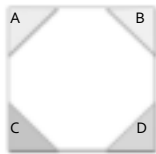
## Working with Random Partners



Inner/Outer Circle



Rotating Rows



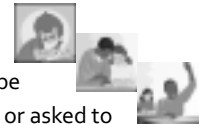
Four Corners

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27

## Think — Write — Pair — Share

The teacher poses a problem or presents a topic. Students are given time to think and may be asked to jot down their thoughts or asked to respond individually using tools such as *polleverywhere*. They then pair with another student to discuss the topic or compare responses. Finally, they share their thoughts with the whole class.



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28

## Numbered Heads Together

Directions: Students assemble into groups and number off. The teacher asks a question and tells the groups to put their heads together to discuss it. The teacher calls a number and selects a group. The student with that number in that group answers. The teacher asks the students of the same number from the other groups if they agree with the response or asks them to elaborate on the response.



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29

## Teach Circumlocution

*What's different?*



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30

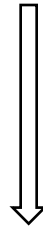
## Ask questions



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31

## Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If...then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

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32

## "Force" Elaboration

Create a sentence that combines the ideas in both images.



1. but
2. not
3. never
4. and
5. because
6. then
7. always



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33

## "Force" Elaboration *What did you do over the weekend?*

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...



Find out what your partner did last night.  
Ask a follow-up question to get more details.

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34

## Discuss your vacation plans with your partner.



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## Do you want to .....?

Yes, I want to explore the cave.  
No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall

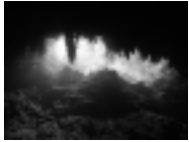
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36

## Do you want to .....?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



explore a cave



zipline



play in the waterfall



swim at the beach



snorkel



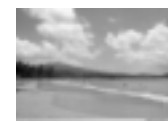
hike in the rainforest

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## Do you want to .....?

Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



swim at the beach



snorkel



hike in the rainforest

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Yes, I want to explore the cave.

No, It's too hot. I want to go to the beach.



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39

## Do you want to.....? I want/don't want...

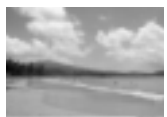
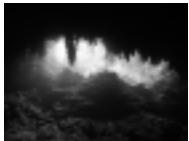


- Do you like to (activity) in summer or winter?
- What do you prefer to do?
- What is the weather like when you (activity)?
- Are you good at (activity)? Why or why not?
- How often do you (activity)?
- Where do you (activity)?

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40

## Discuss your vacation plans with your partner.



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41

## Discuss - Is it breakfast or lunch?



## Your opinions of this house....



## Maintain the Conversation

Students try to keep the conversation going on a single topic by asking questions and commenting on their partner's responses. Each student has an envelope of questions or images related to the topic to pull out when they get stuck. At the end of the time limit, students want to be the partner who pulled out the fewest questions, signaling the partner who best sustained the conversation.



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44

## Talking about realia....

Pair students. Give them a time limit and tell them to create a conversation that incorporates the information found in the document/visual. Tell them to start over if they run out of things to say.



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45

## Structured Debate

Where would you rather live and why?  
What might cause you to change your mind and why?



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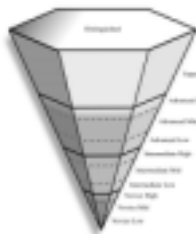


Humacao

46

## Performance and Proficiency

Proficiency



Performance



ACTFL "Performance Pyramid"

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## Performance



- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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### NCSSFL-ACTFL Global Can-Do Benchmarks

|                                    | Novice Low   | Novice Mid   | Novice High   | Intermediate Low  | Intermediate Mid   |
|------------------------------------|--|--|---|---|--|
| <b>Interpersonal Communication</b> | I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.   | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.                    | I can communicate and exchange information about familiar topics and simple sentences, sometimes supported by notes. I can usually handle short and/or relevant questions by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. |
| <b>Presentational Speaking</b>     | I can present information about myself and some other very familiar topics using single words or individual phrases. | I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized sentences. | I can present information about myself and some other very familiar topics using longer phrases and simple sentences.   | I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized sentences.  | I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized sentences.   |
| <b>Presentational Writing</b>      | I can write a few words or phrases.  | I can write a few words or phrases.  | I can write a few words or phrases.   | I can write a few words or phrases.   | I can write a few words or phrases.  |

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### NCSSFL-ACTFL Global Can-Do Benchmarks Interpersonal

| Novice Low   | Novice Mid  | Novice High   | Intermediate Low  | Intermediate Mid   | Intermediate High  |
|--|---|---|---|--|--|
| I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized. | I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized. | I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions. | I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life. | I can participate with ease and confidence in conversations on familiar topics. I can usually talk about events and experiences in various time frames. I can usually describe people, places, and things. I can handle social interactions in everyday situations, sometimes even when there is an unexpected complication. |

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### Performance Rubric – Interpersonal Task

|  | Strong Performance<br>10 9   | Meets Expectations<br>8   | Approaching Expectations<br>7  | Struggling<br>6  |
|--|--|---|--|--|
| <b>How well am I understood?</b>   | easily understood; errors in speaking are minor and do not interfere with communication.   | understood most of the time; may need to repeat or reword occasionally; errors in speaking do not interfere with communication.                 | difficult to understand at times; may ask for help expressing ideas; some errors may interfere with communication. | extremely difficult to understand; repeat frequently; errors interfere with communication.           |
| <b>How involved am I in the conversation?</b>  | ask a variety of relevant questions to keep the conversation going; respond to questions and/or add follow-up comments; encourage others to participate. | ask relevant questions to keep the conversation going; respond to questions and/or make a follow-up comment; equal participant in conversation. | ask a few relevant questions; give simple or minimal answers to questions.   | ask random questions that may or may not be on topic; minimal participation.                         |
| <b>How easily do I deliver my thoughts?</b>  | conversation flows with few pauses   | hesitations occur but seem natural; complete thoughts.  | hesitations occur and are awkward; few or no incomplete thoughts.  | speech is slow and halting; long pauses may occur; struggle to complete or do not complete thoughts. |
| <b>How do I demonstrate that I can correctly use the new vocabulary from the unit?</b> | successfully use many new words and personal vocabulary related to the unit; elaborates to complete the task.  | successfully use a few of the new words related to the unit to partially complete the task.   | successfully use a few of the new words related to the unit to partially complete the task.                        | rely on simple and very familiar vocabulary to partially complete the task.                          |
| <b>What cultural knowledge and understandings do I share?</b>                          | add relevant information about the target culture; use cultural gestures and/or expressions appropriately.   | refer to relevant information about the target culture; may use cultural gestures and/or expressions appropriately.                             | make limited or no references to the target culture; may use a cultural gesture or expression.                     | respond only from personal point of view or perspective.   |

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### Exploring Time and Place: City Life EQ: What makes a city special?



**Interpersonal Mode**

In pairs or small groups, review all the suggestions of cities to visit in France. Come to agreement on 3 cities that you want to visit, giving reasons for your choices. You may have to compromise.

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### In Search of the Coquí EQ: Why do we explore?



Students will select at random various images of Puerto Rico and will role play a conversation to decide what they will do while on vacation in Puerto Rico. They will discuss the environmental impact of their tourism on the island.



- comment on what you plan to do/see in the rainforest
- comment on the weather/environment in relation to your plans
- accept and refuse suggestions for other places saying what you want to do there
- mention a few foods/beverages you want to have

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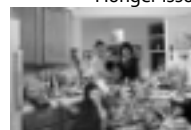
53

### Food and Hunger

EQ: How do we eat well? What is hunger?

You are attending a student United Nations event. The topic is food and hunger. You will represent one country and interact with others from other countries. Have a conversation where you ask and answer questions to discuss:

- Where you live
- Food likes and dislikes
- Foods that you eat in your country
- Healthy and unhealthy behaviors
- Hunger issues where you live



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54

## Home and Shelter

*EQ: Why does everyone need a place to call home?*

### Structured Debate



<http://journalactu.com/debat/>

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**Should begging be banned from downtown areas?** Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

#### Roles in the debate:

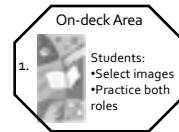
- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

#### Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless/unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

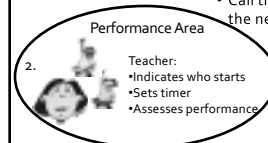
55

## Testing Day



1.

Students:  
•Select images  
•Practice both roles



2.

Teacher:  
•Indicates who starts  
•Sets timer  
•Assesses performance

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3.

Students in class work quietly on assigned task.

56

gestures  
immersion  
comprehensible



visuals  
gestures  
interpersonal

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57

"If you want to feel secure,  
Do what you already know how to do.

If you want to be a true professional and continue to grow...

Go to the cutting edge of your competence,  
Which means a temporary loss of security.

So whenever you don't quite  
know what you're doing,  
know you're growing!"

Madeline Hunter 1987

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## Thank You



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